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ABSTRACT

Listed in this bibliography by broad grade level categories are 660 reports of research and evaluation in economics education. "'Research' is very broadly defined to include fact finding surveys, informal evaluations, attitude surveys, and graduate studies as well as formal and tightly controlled projects." Entries are mainly from the 1950's, but some go back to the 1920's. To compile the entries approximately 2,000 questionnaires were mailed in 1968 to all Councils and Centers for Economics Education in the U.S., all Developmental Economic Education Projects (DEEP), and departments of economics and education in 1,223 institutions of higher education. Additional sources were also consulted. A breakdown of entries indicates that 5% deal with economic education in the elementary school, 5% elementary and secondary, 42% secondary only, 34% college students, adult education, and teacher training, 2% college and secondary, 0% economics education in general, and the remaining 3% uncategorized. See SO 000 263 for the 1970 supplement to this bibliography. (DJP)

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RESEARCH IN ECONOMIC EDUCATION

A Bibliography

compiled by

GEORGE G. DAWSON, *Director*

Center for Economic Education

New York University

1959

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INTRODUCTION

Professor G. L. Bach and other leading economists have expressed concern over the lack of research and evaluation in the teaching of economics. If more research and evaluation in economic education is to be encouraged, an essential first step is to determine what has already been done, what research is in progress, and what is being planned for the immediate future. The New York University Center for Economic Education has attempted to take that step by preparing this bibliography.

In the spring of 1968 the Center sent a questionnaire to all Councils and Centers for Economic Education in the United States, and to the directors of all Developmental Economic Education Projects (commonly called DEEP) then in operation. The questionnaire asked for the titles of recent research projects, projects currently in progress, and those planned for the future. "Research" was very broadly defined to include fact-finding surveys, informal evaluations, attitude surveys, and graduate studies as well as formal and tightly controlled projects. Some might say that many of the studies listed here ought not to be classified as research, but our purpose was to identify any work that might add to existing knowledge of the status of economic education. When in doubt we usually chose to include a project, on the ground that it might be of some value to others interested in economic education.

Thanks to a grant from the Kazanjian Foundation of Wilton, Connecticut, the survey was broadened in the fall of 1968 to include departments of economics and/or departments of education in 1,223 institutions of higher education. Thus, nearly 2,000 additional questionnaires were sent, and over 42 percent responded. About half of the Councils, Centers, and DEEP programs reported some sort of research, but only about eight percent of the college and university departments replied that they were doing some sort of work which met our broad definition of research in economic education.

With the assistance of Mr. Edward Berg and Miss Roberta Rosenberg, graduate students at New York University, the Center also examined lists of research studies in such professional journals as THE AMERICAN ECONOMIC REVIEW, and in various listings of doctoral dissertations. No concerted effort was made to uncover research more than 20 years old or to include M.A. theses, but such studies were included whenever they came to our attention. Altogether, about 660 research projects in economic education were identified.

The studies range from very informal efforts, such as self-evaluations in college courses, to highly structured projects employing the most sophisticated techniques of statistical analysis. About five percent involve economics in the elementary grades only. Another five percent cover both elementary and secondary levels; 42 percent deal with economics in secondary schools only; and 34 percent are solely concerned with college students, or with adult education or teacher training.

About two percent combine college and secondary school economics; nine percent deal with economic education in general; while the remainder do not seem to fit into any of these categories.

Although many of the projects were obtained and studied carefully, in most cases we accepted the descriptions provided by those who responded to our questionnaire. We simply lacked the resources to examine each project listed. It is possible, then, that some have not been placed in the proper categories. In this bibliography the projects are grouped by educational level or levels, as this is probably the most convenient organization for most people interested in economic education. Limitations of space did not permit us to provide descriptions or evaluations of any of the studies listed in this publication. Brief descriptions of some of these projects can be found in Chapter VI of the 1969 edition of *ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS* (New York: Joint Council on Economic Education).

It may be noted that most of the projects are relatively recent. Our survey revealed only four studies exclusively devoted to the elementary level before the 1960's. Over 50 percent of the secondary level projects were completed in the 1960's or are still in progress. Little was done before 1920 at that level, although there was a surge of interest in secondary school economics in the 1930's (at least 44 studies being completed in that decade), and again in the 1950's. Strange as it may seem, research in college economic education is a recent phenomenon. About 74 percent of the college level studies were completed in the 1960's or are still in progress. About 51 percent of the college studies involve the development and evaluation of new methods of teaching college economics, or the evaluation of existing courses, programs and techniques. There appears to be a growing concern among college economists that the undergraduate courses leave much to be desired.

The compiler welcomes criticisms and comments on this bibliography. He would appreciate being notified of any study that ought to be added in future revisions. Persons interested in any particular project or projects should contact the author or the institution sponsoring the study. The NYU Center will gladly provide information on those that we have on file, but this applies to only a few studies.

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